






# Speak to Communicate

	VOCABULARY PROGRESSION	LANGUAGE AND TEXT FEATURES PROGRESSION	USING STRATEGIES TO COMMUNICATE PROGRESSION	INTERACTIVE LISTENING AND SPEAKING PROGRESSION
	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:
	<ul style="list-style-type: none"> <li>use a range of words, formulaic expressions and familiar phrases related to everyday topics and personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>take part in short spoken conversations and speak by themselves using formulaic phrases and simple structures.</li> </ul>	<ul style="list-style-type: none"> <li>communicate information and thoughts in familiar, predictable situations.</li> </ul>	<ul style="list-style-type: none"> <li>respond to and use simple formulaic expressions in spoken language.</li> </ul>
	<ul style="list-style-type: none"> <li>have a limited vocabulary that includes words and phrases related to common, everyday topics and personal experiences</li> <li>choose appropriate vocabulary (including polite forms of words and expressions) for different contexts and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>take part in spoken conversations and use a few oral text types, such as simple instructions and descriptions</li> <li>speak using some complex phrases and structures.</li> </ul>	<ul style="list-style-type: none"> <li>select and communicate information, ideas and thoughts, using appropriate words and phrases with some fluency on very familiar topics</li> <li>monitor and modify speech to improve the clarity and effectiveness of the communication.</li> </ul>	<ul style="list-style-type: none"> <li>respond to and use skills and appropriate language to manage simple interactions and negotiate meaning</li> <li>respond to and use some non-verbal methods to monitor the effectiveness of interactive communication</li> <li>have an awareness of the conventions for taking part in interactions in familiar social and cultural settings, for example, during telephone conversations.</li> </ul>
	<ul style="list-style-type: none"> <li>have an extended vocabulary that relates to familiar topics and personal experiences</li> <li>have a knowledge of the collocations (words that commonly go together) of many words</li> <li>be able to use some words and phrases with figurative as well as literal meanings</li> <li>choose appropriate vocabulary for different contexts and audiences.</li> </ul>		<ul style="list-style-type: none"> <li>select and communicate information, ideas and thoughts, using appropriate vocabulary, expressions and grammar fluently and coherently on less familiar topics</li> <li>use appropriate gestures, tone, pace and intonation to improve communication.</li> </ul>	<ul style="list-style-type: none"> <li>respond to and use more sophisticated skills and appropriate language to monitor and improve the effectiveness of interactions</li> <li>respond to and use variations in tone of voice, intonation and stress (for example, the stress placed on specific words or sentences)</li> <li>recognise and use the vocabulary and other language features that mark the register appropriate to the topic, audience and context.</li> </ul>
	<ul style="list-style-type: none"> <li>have an extended vocabulary that includes some general academic and some specialised words.</li> </ul>	<ul style="list-style-type: none"> <li>use complex sentence structures and more complex language features to express a point of view in spoken conversations and in more complex oral text types</li> <li>use appropriate language features to establish coherence in connected discourse.</li> </ul>	<ul style="list-style-type: none"> <li>select, organise and communicate information, ideas and thoughts, with some details and examples, when speaking on familiar and unfamiliar topics.</li> </ul>	
	<ul style="list-style-type: none"> <li>have an extended vocabulary that includes words related to work, personal, community, social and academic contexts.</li> </ul>	<ul style="list-style-type: none"> <li>use complex sentence structures and extend their use of language features to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of strategies to select, organise and communicate information, ideas and thoughts in extended discourse on a range of unfamiliar topics in a variety of contexts</li> <li>monitor and modify speech to clarify or obscure a particular point of view, attitude, bias or agenda.</li> </ul>	<ul style="list-style-type: none"> <li>respond to and use appropriate skills and language to manage interactions in an increasing range of formal and informal settings</li> <li>respond to and use variations in tone of voice, intonation and stress</li> <li>respond to and use an awareness of the rules for taking part in interactions in a wide range of familiar and unfamiliar work, academic, social, community and cultural contexts.</li> </ul>
